

1977

# Jacobs High School Instructional Materials Center Policy and Procedure Handbook

Kenneth Gene Felgenhour  
*Eastern Illinois University*

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Jacobs High School  
Instructional Materials Center  
POLICY AND PROCEDURE HANDBOOK  
(TITLE)

BY  
Kenneth Gene Felgenhour

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1977  
YEAR

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Author

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Jacobs High School  
Instructional Materials Center  
POLICY AND PROCEDURE HANDBOOK

BY

Kenneth Gene Felgenhour

B.S. in Ed., Eastern Illinois University, 1970  
M.S. in Ed., Eastern Illinois University, 1971

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements for the  
degree of Specialist in Education at the Graduate School of

Eastern Illinois University

Charleston, Illinois  
1977

The Purpose of the study was to design a handbook containing objectives, policies, procedures and rules for the instructional media program at H. D. Jacobs High School. A media staff has the imperative charge to set up its facility and make sure that it runs smoothly. This challenge was met at this high school to a certain extent, but the smoothness or professional element was lacking. The efficiency of operation is the premise of concern with which the policy-and-procedure handbook deals.

The ideas for this handbook have been compiled from years of visiting libraries and media centers. While visiting libraries and media centers, pamphlets, forms, handbooks, and idea sheets were picked up and stored for future use. While well aware that the handbook is just a partial answer to better efficiency, one must realize it is a beginning in the direction toward smoother operations. This handbook was written to satisfy the needs of a high school with a student body of 827 and a faculty of 53.

One should keep in mind that this handbook was prepared by one staff member, the media director. The handbook was conceived as a first draft, and was designed for the faculty and for the students that work in the instructional material center or the production facility which would be presented to the media staff. It contains the policies and procedures for an instructional material center and for a production center which combined, make up the media facility. This facility has been in operation for one academic year.

Due to the limited time in operation of the two centers, the handbook does not have the broad scope that one from a more developed center would have. The policies and procedures outlined in the handbook have not been tested. Upon examination of the handbook by the media staff, additions and deletions will be made, then the revised handbook is to be presented to the chief administrator for his approval.

One of the areas of concentration in the handbook is the instructional material center. This area is where most of the patron flow originates. This section includes the overall philosophy, selection procedure, organization, kinds of materials housed, and the circulation procedure for the media facility.

Another area of concentration in the handbook is the production facility. This area houses the equipment which is disseminated to faculty and students. This area of the handbook includes the responsibilities and a few special problems of the production facility.

The handbook's last area of concentration is the evaluation of the media program. From this questionnaire, the media staff can select ideas which will contribute to the improvement of policy understanding by the students and faculty.

Considering both the conclusions and the recommendations of this paper, one can see that a policy handbook of this magnitude was an important undertaking. This process was

finalized into a policy handbook with format and content upon which a department can make changes. With this policy handbook in a looseleaf form, additions and corrections can be easily made in order to facilitate communication between patron and staff. The media staff must have a policy base upon which to build in order to eliminate any unnecessary motion that would hinder patron and staff rapport. A media department which has objectives and a policy handbook has a better chance of continuing success in the years ahead than one which has no guidelines.

Jacobs High School  
Instructional Materials Center  
POLICY AND PROCEDURE HANDBOOK



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Building Media Director	Mr. Felgenhour
Media Specialist	Ms. Wier
Typist Clerk II	Ms. Freeman
Principal	Mr. Brown
Assistant Principal	Mr. Chamberlain
Dean	Mr. Kowalski
Activities Director	Mr. Miller

DEFINITION OF TERMS<sup>1</sup>

- Media:** The term media includes books, periodicals, newspapers, pictures, maps, study prints, pamphlets, films, transparencies, recordings, slides, microform, models, filmstrips, and all other instructional resources.
- Media Specialist:** An individual who has broad professional preparation in educational media, meets requirements for teaching and participates in instructional decisions.
- Faculty:** The term faculty refers to all professional school personnel such as teachers, media specialists, administrators, counselors, and other certified professional personnel.
- Selection:** The term selection includes the choice of new materials for purchase, determination of use to be made of gifts, and removal from the collection of materials which may have become obsolete or inappropriate.

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<sup>1</sup>"Statement on selection of school media: A model," Illinois Association of School Librarians (1973).

The objectives and elements of the media program are in accordance with the Standards of school media programs prepared by the American Association of School Librarians and the Department of Audio-Visual Instruction of the National Education Association.

## Introduction

H. D. Jacobs High School is a new school and has been in operation for one year. It was founded because of a mandate from the State of Illinois. The mandate said to either construct additions to the existing high schools or to build a new high school. The mandate came down from the State because of the four years of split shifts at the two city high schools. A referendum was passed in the community, and with the aid of the state capital development board, H. D. Jacobs was built.

The student body is 827 strong and made up from primarily one community. This student body is very activity-oriented. An activity-oriented student body means that scheduling can be a priority item of concern.

The faculty, because of state pressure, is primarily made up from the two larger high schools. This particular conglomerate of teachers has several interesting connotations. The first, that a new school would give teachers a chance to change and to start anew. The second, that teachers coming from two different high schools would have been accustomed to their respective policies. The third, that the addition of a new school would not only divide the student population, but also would divide other resources. A program

cutback is one repercussion of the new school.

There is a good relationship between the principal and the media staff, however, the principal of the building is like the teachers in that he must be convinced that media people are an essential part of the building and the curriculum. Since the dawn of media centers the staff has had one concern, that of their patrons. Relating to this premise, the media staff must have a policy base to eliminate any unnecessary motion that would hinder patron and staff rapport.

A policy and procedure handbook could serve as an instrument that would not only unify the media staff, but would provide direction to the whole media program. This instrument would clear up any misconceptions that could originate with a "no-policy" policy which is presently the case. When the faculty and the administration can see direction to a program, then support has to follow.

### Purpose of the study

The purpose of the study was to design a handbook containing objectives, policies, procedures and rules for the instructional media program at H. D. Jacobs High School.

### Objectives

1. The faculty and the students will develop an understanding of the media facility.



2. The faculty and the students will develop an understanding of the role of the media facilities in the school.

3. The faculty will know the "everyday" operations of the instructional materials center and the production facility.

4. The student will know the "everyday" operations of the instructional materials center and/or the production facility.

#### Delimitations

1. Jacobs High School was the only intended recipient of this policy handbook.

2. The handbook was designed for the faculty and for the students that work in the instructional materials center or the production facility.

#### Limitations

1. The media director was the sole originator of the handbook.

2. The policies and procedures outlined in the handbook were not tested.

3. Jacobs High School was a new school and has been in operation for one year.

### Method

1. A meeting of the media staff (Clerk typist II, Librarian, and Media director) was held to discuss policy.
2. A second meeting of the media staff ended with no policy guidelines.
3. It was decided to reject the group approach to the formulation of a policy handbook.
4. After it was concluded that decision making was difficult-to-impossible within a busy media department, the media director, alone, originated the policy. Policy handbooks from Crown High School, Perry Middle School and Dekalb High School were examined to determine format and content.
5. Much of the policy was resultant from five years of experience with another high school.
6. When problems originated, the librarian was consulted.
7. In addition, through visitations of several other facilities and the attendance of several professional conferences, the resulting policy was conceived.

### Conclusions

1. It was concluded that the ultimate result of a task assignment is solely that of the supervisors.
2. A policy handbook should be flexible enough to allow for changes to be made when needed.
3. It was concluded that a policy handbook is so impor-

tant that every school should have some form of a handbook in its facility.

4. It was more efficient for one person to write a handbook.

5. A person should allow an academic year to complete a policy handbook.

### Recommendations

1. It was recommended that a loose-leaf notebook be used so that changes can readily be made to the handbook.

2. Even though the document was written by one person, it was recommended that the policy handbook be examined by the media staff in order to make any appropriate revisions, additions, or deletions.

3. It was further recommended to take the policy handbook to the chief administrator for his endorsement.

4. The document should be adapted for instructional use. This can be done by using mini visual units with quizzes in order to check the mastery of the material by the student assistant. With the provision of mini units, from the handbook, the student would become more involved and would interact more with the media facility.

5. It was recommended that the handbook not be used as a source in itself but as a resource from which the media staff could draw. The staff, taking excerpts from the hand-

book and publishing them at strategic intervals throughout the school year, can acquaint the patrons with the policies in a gradual manner.

6. Updating the handbook cannot be overemphasized, especially in this case. With a new school, the original efforts are futile if follow-up policy additions, deletions, or revisions are not made on a fairly regular basis.

Considering both the conclusions and the recommendations, one can see that a policy handbook of this magnitude was an important undertaking. This process was finalized into a policy handbook with format and content upon which a department can make changes. With this policy handbook in a loose-leaf form, additions and corrections can be easily made in order to facilitate communications between patrons and staff. The media staff must have a policy base upon which to build in order to eliminate any unnecessary motion that would hinder patron and staff rapport. A media department which has objectives and a policy handbook has a better chance of continuing success in the years ahead than one which has no guidelines.

## Philosophy<sup>2</sup>

The Instructional Materials Center and the Production facility are combined in offering a unified media program.

The goals are:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect ideas and beliefs of religious, social, political, historical and ethnic groups and their contributions to the American and world heritage and culture, thereby enabling

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<sup>2</sup>Ibid.

students to develop an intellectual integrity in forming judgements.

It is believed that the success of a media program depends on the support that comes from school administrators, classroom teachers, and students. Teachers should keep the media staff informed about curricular contents and assignments.

### Selection Procedure<sup>3</sup>

Materials for the Instructional Materials Center are selected by the professional media staff with due regard to suggestions from the staff, students, and parents. Professionally recognized reviewing periodicals, standard catalogs, and other selection tools are used by the media specialists and the faculty to guide them in their selection.

Materials selected for the media center should include:

Materials which are an integral part of the instructional program.

Materials which are appropriate for the learning level and understanding of students.

Materials which reflect the interests and needs of the students and faculty.

Materials representing a wide range of literary and artistic values.

Materials presenting as many opinions as possible on issues of contemporary concern so that

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<sup>3</sup>Ibid.

students have opportunities to analyze varying points of view and to learn to think critically.

**INSTRUCTIONAL MATERIALS CENTER**



## Organization of Instructional Materials Center

The center opens at 7:15 A.M. and closes at 4:00 P.M.

### Dewey Decimal Classification System

A numerical system of classification where each number stands for a particular subject area.

000--General works

100--Philosophy

200--Religion

300--Social Sciences

400--Language

500--Pure Sciences

600--Applied Sciences

700--Fine Arts and Recreation

800--Literature

900--Geography, Biography, and History

Dewey works in groups of tens (10's), 0 always comes before regular numbers e.g. 796.02 comes before 796.2. (In order to help you, these numbers can be thought of as dollars and cents.

Example: \$796.02 is less and would numerically come before \$796.20.) Non-fiction materials are filed by Dewey always from smallest to largest, then by the author's last name. Each of these divisions is broken down further for more specific subjects.

Example: the number for material on hockey

is 796.9. The 79 means the material is about some form of recreation. The 6 refers to an outdoor sport, and the last 9 means it is an ice sport.

#### Call Number

The call number is located on the spine of the book or other material. This number tells where a certain material is found on the shelf. It includes the Dewey decimal number and the first three letters of the author's last name, plus an REF above the Dewey number if the material is for reference only.

#### Card Catalog

The card catalog is the alphabetical file of cards which serves as an index to the materials housed in the I.M.C. Each card carries the call number of the material. The same call number is on each material with the same title.

#### Catalog Card

There are three basic types of cards in the card catalog, (1) author (2) title (3) subject. The author card is the main card for a material in the card catalog (fig. 1).

F     Drury, Allen  
 DRU     Come Nineveh, come Tyre; the presidency  
          of Edward M. Jason. Doubleday, 1973  
          481 p.

(fig. 1)

1. U.S.--Politics and government--Fiction
2. U.S.--Foreign relations--Russia--Fiction
- I. T

It contains the call number, the author, the title, publishing facts (publisher, place of publication, copy right date) and the number of pages. The author appears on the first line of the card. The title card is identical to the author card except an additional title is typed above the author (fig. 2).

Come Nineveh, come Tyre

F Drury, Allen  
 DRU Come Nineveh, come Tyre; the presidency  
 of Edward M. Jason. Doubleday, 1973.  
 481 p.

(fig. 2)

1. U.S.--Politics and government--Fiction
2. U.S.--Foreign relations--Russia--Fiction
- I. T

The subject card is also like the author card. It has the subject typed in all capital letters above the author (fig. 3).

U.S.--FOREIGN RELATIONS--RUSSIA--FICTION

F Drury, Allen  
 DRU Come Nineveh, come Tyre; the presidency  
 of Edward M. Jason. Doubleday, 1973.  
 481 p.

(fig. 3)

1. U.S.--Politics and government--Fiction
2. U.S.--Foreign relations--Russia--Fiction
- I. T

#### Color Code

The cards for non-book materials are designated in the card catalog from books by a color band on the top of the card. Each color stands for a different type of material.

Black --Recordings

Green --Manuals, pamphlets, resource files

Red --Filmstrips, films, filmloops

Blue --Slides, transparencies

Orange--Posters, games, realia, models

### Fiction

Materials whose stories are not true and have call numbers beginning with F. These are shelved under the author's last name, then alphabetically by the title. An example of this is: The book The Adventures of Sherlock Holmes by Arthur Conan

Doyle. F  
DOY

### Non-Fiction

Materials on all subjects whose contents are true-factual information. These materials are classified in our I.M.C. by the Dewey Decimal Classification System.

### Materials Housed in the Media Center

#### General Circulating Book Collection

The general collection consists of all fiction and non-fiction books which are not in the reference collection or on reserve. These books may be checked out for a two week period. At the end of that period if there has not been a special demand for that book, it may be renewed once for an additional two weeks. No book may be taken out of the closed stacks area unless it is checked out first.

## Reference Material

These are non-fiction materials containing general information and are designated by a REF on the spine of the materials. Reference materials include encyclopedias, dictionaries, atlases, Reader's Guide to Periodical Literature, microfilm, and others. The reference section is located next to the Material Production Room. Reference books do not have a check out card in the back; therefore, they are not checked out of the closed stacks area, unless someone on the media staff affirms it.

## Biographies

These are classified with a 92 or by the Dewey classification 920-929. They are shelved in the fiction and biography section, on the left side of the circulation desk. The 92's, biographies about an individual, are arranged by the last name of the person about which the book is written. Example: 92  
KEN

For the book November 22, 1963: You are the jury by David W. Belin. (A book about John F. Kennedy)  
All 920-929's, books which contain more than one biography, are shelved by numerical order then by the author's last name.

## Periodicals

The most recent issue of magazines are placed in a plastic folder and shelved in the magazine holders on either side of the circulation desk. The

recent issues of a few magazines will be kept in back of the circulation desk and the patrons must sign a gold colored form (fig. 4) in order to look at the periodical.

#### MAGAZINE REQUEST

(fig. 4)

Name	
Title	
Date of Mag.	Date
Page	Vol.
Homeroom teacher's name	
Remarks	Period

All magazines are to be used in the closed stacks area only. Older issues of periodicals are stored in the Material Production Room.

#### Newspapers

Current newspapers are temporarily stored in the circulation desk. They are handled like periodicals when checked out. Older issues are kept for one week in the Material Production Room for daily issues, and for one month for weekly issues. In order to look at a newspaper a pink form must be filled out (fig. 5).

#### NEWSPAPER REQUEST

(fig. 5)

Name	Date
Homeroom teacher's name	
Title	
Remarks	Period

Older issues of newspapers are cut up for useful information and put in the resource file. No newspapers may be taken outside the closed stacks area.



## Resource File

This consists of pamphlets, newspaper clippings, and in a few cases magazine articles on various subjects. Each subject has a separate envelope. The newspaper clippings are obtained by having student assistants go through old newspapers and cut out articles. For a student to obtain material on a particular subject he must fill out a white resource file form (fig. 6).

### RESOURCE FILE REQUEST

(fig. 6)

Name	Date
Homeroom teacher's name	
Subject	
Remarks	# of items

The subject will be written in the upper left hand corner of the envelope. This material is to be used only in the closed stacks area.

## Reserve Materials

Basically there are two types of reserve. The first, is the teacher reserve. This is when materials are put on reserve by a teacher for certain days. These materials will be moved near the circulation desk prior to the time needed. Each item on reserve will have a reserve card which must be signed before the student is allowed to take it. Making sure the name is legible. These materials can only be used in the closed stacks area. The second, is the student reserve.

The student requesting any materials must fill out a blue student reserve form (fig. 7).

## RESERVE REQUEST

(fig. 7)

Name	Date
Title	
Author	
Homeroom teacher's name	
Hold until	Call #

The information which is provided on this form includes the requestor's name, homeroom teacher's name, author, title, and call number of the material. This form is then attached to the card of the material which is already checked out. The student will be notified when the materials are ready for him.

## Software

Software is a term assigned to any non-book materials. This includes posters, filmstrips, tapes, slides, realia, transparencies, microform, pictures, films, etc. These are housed in the software cabinets in the reference area. To obtain any materials, the patron, student or teacher must fill out a green software form (fig. 8).

## SOFTWARE REQUEST

(fig. 8)

Name	Date
Homeroom teacher's name	
Type of software	
Publisher	Period
Remarks	Call #

Give the completed form to a member of the media



staff and have them obtain the appropriate materials. These materials are to be used in the closed stacks area only, unless a teacher is using it for instruction. A student must have a teacher-signed pass presented to someone on the media staff in order to take it out of the closed stacks area. Requests for software materials should be made at least one period in advance.

## Circulation Procedure

### Circulation desk

The circulation desk is the point where most transactions begin and end. A student, clerk or media specialist will be stationed at, or in close proximity to, the circulation desk at all times. Teachers are invited to schedule entire classes in the Instructional Materials Center provided that they remain with their groups. If necessary, a teacher may send students from class, by pass, to the I.M.C. on brief assignments.

Some of the other services which are offered from this point are:

#### Selection tools

Selection tools are made available for faculty use.

#### General book collection

General book collection is available for student and faculty use. This includes

both fiction and non-fiction.

Duplicating machines

Reserve materials

There is space provided for materials  
teachers wish to have placed on reserve.

Periodicals

Resource file

Software

Card catalog

The card catalog is available for quick  
access to the materials housed in the  
Instructional Materials Center. Color  
coded cards are provided to designate  
the software in the collection.

Production

Video tape recordings of:

classes

off-the-air programs

sports-skills

speeches/debates

Audio taping for student listening

Making movies-8mm

training films

writing inspirations

Taking requested pictures for school events

Graphics work

transparencies

slides

signs

Darkroom work

slide programs

Setting up public address system

## Checking out Materials

### Students

1. All materials which leave the Instructional Materials Center closed stacks area must be checked out.
2. The student must sign his name and his homeroom teacher's name on the check out card.
3. A school identification card is required to check out materials.
4. The student identification number is stamped onto the checkout card with a charge-out machine.
5. The checkout card goes on file and a date due card is placed in the book's pocket so the student will know when the material is due.

### Faculty

1. A signature is required on the material's checkout card.
2. Materials may be checked out for a maximum of one school quarter. A reminder,

"our materials are used by students and by several departments, please do not check out materials any longer than actually needed."

#### Renewing Materials

Only materials that are returned are renewable. Any materials left in a classroom or at home are not renewable.

#### Overdue Materials

A fine of two cents (2¢) per school day is charged for overdue books.

A fine of five cents (5¢) per period is charged for overdue reserve and reference books.

In very rare instances are these materials permitted to be checked out of the closed stacks area with the approval of a media specialist.

#### Selection tools

The Instructional Materials Center has several tools available for use in selecting materials in many diversified subject areas:

1. Booklist (American Library Association)
2. Library Journal
3. Illinois Book Selection Service, Inc.
4. Publisher's Weekly
5. Senior High Catalog
6. American Library Association Basic Books

PRODUCTION FACILITY

Room: Production 21

## Introduction

The production facility is probably the most exciting and most rewarding facility at Jacobs High School. One reason for this is because we have an opportunity to produce materials for a faculty that ultimately teaches our student body, using these materials. Another reason is that the chosen applicants of the student body can become involved with these materials (Appendix A). Please recommend any student with interest, good character, and good conduct.

## Responsibility

The production facility, at present, is responsible for:

### Dissemination and retrieval of equipment

The equipment is for instructional use in the classroom and instructional use in the Instructional Materials Center. All equipment should be signed up the period before it is needed. Video equipment must be signed up one day in advance.

### Disbursement of Kane County Films (fig. 9)

The form for ordering Kane County films can be obtained from Production Room 21.

INSTRUCTIONAL MATERIAL CENTER  
 SCHOOL DISTRICT NO. 300  
 KANE COUNTY - 16 MM FILM REQUEST

(fig. 9)

SCHOOL _____	
FILM NO. _____	TEACHER _____
FILM NAME _____	
DATE(S) WANTED _____	
DATE(S) BOOKED _____	
SHARE FILM: _____	
Film not available this scheduling period <input type="checkbox"/>	
ROTATE FILM - YES <input type="checkbox"/> NO <input type="checkbox"/>	

The procedure for ordering Kane County films is:

- a. Films are ordered using the Kane County film catalogs found in the I.M.C., Production area, or from department chairman.
- b. There is an Elementary and a Secondary catalog.
- c. Films are ordered two to three months in advance and are ordered in compliance with specific booking dates designated by the Film Library.
- d. Because of demand for films some are placed on rotating schedule, by our district only. Rotating

films that arrive on Monday are due in Production 21 at the end of 6th hour on Wednesday of the same week. Rotating films that arrive during 9th hour Wednesday are to be returned to Production 21 by the end of 6th hour on Friday.

- e. All films are due in Production 21 by the end of 6th hour on Friday for pick-up.

#### Production of materials for the I.M.C.

All items produced from the production facility at Jacobs are to be housed in the I.M.C. This does not mean that teachers cannot use these materials. The procedure for using these materials is the same as that listed earlier in the section of handbook about the I.M.C..

Check them out through normal procedures and retain them for the specified length of time.

#### Set-up of lights and sound for auditorium

Although the activities director is ultimately responsible for scheduling the auditorium, this production facility must know the intentions of faculty and students in order to be properly prepared when the moment arrives.



Please make a practice of scheduling the auditorium with this production facility when the activities director says, "okay", to the requested date.

#### Disbursement of school supplies for faculty use

Paperclips, staples, paper, pencils, tape, staplers, etc. are very necessary school supplies. Due to manpower, supplies ordered can only be filled on Fridays. There is a supply order form in which several copies can be obtained by department chairmen and placed in a convenient place for easy access to all teachers in the department. This form can be completed and turned in to this facility anytime before Friday. Please do not expect any supplies "on the spot." There would be a borrowing of time from another teacher for whom time had been scheduled.

#### Scheduling Conference Room 20 and Lecture Room 21

These two rooms are for the faculty and students to use upon request. The rooms are designed primarily for occasional special purposes. Example: Three classes may be combined for instruction; a speaker may be invited for a class; a class may need a break in the everyday lesson plan.

The rest of this section is devoted to information to be used by the production assistants who work in this facility.

#### Equipment Check-Out Board

At Jacobs High School the equipment has been centralized. By centralizing the equipment the production facility can offer a delivery and pick-up service every hour of the school day. These are the reasons for this procedure:

1. The district requires a central inventory of equipment at the beginning and at the end of every school year, and this helps in keeping the records current as to what is available.
2. The Production facility can better keep on top of malfunctioning equipment by centrally locating and distributing from one place.
3. This reduces the possibility of losses that equipment in the classroom would create.

Your first concern to carry out this procedure will be the equipment check-out board (Appendix B). Please study this board thoroughly. It is located just inside the door in Production 21. We have nine class hours in the day and five days in the week. There are several items with which you must become familiar; delivery pockets, pick-up pocket, building maps, equipment codes, lecture room sign-up sheet. To help explain these items more thoroughly look at figure 10.

(fig. 10)



# JACO S HIGH SCHOOL AUDIO VISUAL REQUEST

INSTRUCTOR:           A            
 ROOM:       B       PERIOD:       C        
 EQUIPMENT:                   D                    
 MATERIALS:                   E                    
 DATE REQUESTED:           F            
 PICK UP PERIOD:           G            
 OPERATOR REQUESTED: YES        NO       H        
 MATERIAL RECEIVED:           I            
 RETURNED:                   J                  

This is a delivery pocket and an equipment check-out form which you will be using everyday. Take out the check-out form and refer to the letters in the blanks.

Letter A is simple, to whom is the equipment going, last names are fine.

Letter B is for the room to which the equipment will be delivered. Remember, there are several room 23's. The person delivering, needs to know if it is English 23 (En 23), Science 23 (Sc 23), or Social Studies 23 (SS 23). Refer to appendix C and D to find the room numbers. This will aid you in finding the room more

easily. If by chance there is no room number on the slip, look up the teacher's name on the schedule (appendix E) and see in which room he is located and indicate it on the slip.

Letter C is for what period the teacher wants the equipment delivered. The slip may say period 1-6, which means that teacher X wants the equipment delivered first hour. Each delivery pocket has a period marked on it (appendix B and figure 10). There is a first hour pocket Monday through Friday, a second hour pocket Monday through Friday, a third hour pocket Monday through Friday, etc.

Letter D is for the equipment that the teacher wants (fig. 10). The equipment that is available at Jacobs is all quality merchandise, (appendix F).

Abbreviations are used to keep equipment check-out simple, (fig. 11).

MP-8	. . . . .	Movie Projector (super 8mm)
MP	. . . . .	Movie Projector (16mm)
OH	. . . . .	Overhead Projector
OP	. . . . .	Opaque Projector
SPC	. . . . .	Slide Projector Carousel
FS	. . . . .	Filmstrip Projector
TR	. . . . .	Tape Recorder (reel to reel)
TRC	. . . . .	Tape Recorder Cassette
TPC	. . . . .	Tape Player Cassette
RP	. . . . .	Record Player
SM	. . . . .	Supermicromatic (Dukane) (filmstrip & cassette comb.)
VTR	. . . . .	Video Tape Recorder
C	. . . . .	Cart
XT	. . . . .	Extention cord

Make it easy on yourself, and learn the abbreviations quickly; they will save you many problems. Each piece

of equipment is numbered and a number must accompany the abbreviation on the line.

Letter E is for materials, example: microphones, blank tapes, mic stands, acetate sheets and felt tip pens for overheads. Anything that is checked out from production has to be recorded on one of these forms. If a filmstrip or a cassette is needed, then these must be signed out in the Instructional Materials Center.

The letter F is for the date that the equipment is to be delivered. The proper way to fill this out is to use the number of the month, such as 10/3 for October 3rd, 9/18 for September 18th, or 11/22 for November 22nd.

Letter G is for the hour the equipment is to be picked up. For example: a teacher may want a MP, hours 3-7; pick-up 7 end. This means pick up a movie projector 8th hour because it is not feasible to pick up equipment at the end of the hour. If you see any of these slips please change them.

Letter H is usually checked or circled--No. If the yes is checked, you are responsible for operating the piece of equipment which is indicated on the slip. Please tell someone where you will be operating a projector. Do not worry, because you will probably be able to operate all the equipment before you see a slip with the "yes" circled.

Blank I is provided if the teacher wants to sign for the equipment for which he received.



Blank J is to be signed legibly by you when the equipment and materials in blanks D and E are picked up by you.

If a teacher wants an extension cord, use the abbreviation XT and write it on the materials blank in big letters. Now, if someone wants a cart, then put C-1, C-3, or C-5 on the top of the green form above Jacobs High School depending on the number of the cart. In other words, there is a need to know where the carts are. Before leaving the area of delivering equipment, it needs to be emphasized that when you deliver a piece of equipment to a classroom and no one is there, bring it back to production. The only way that you can leave it, is to lock it up.

The equipment check-out is probably the most important item with which you will be working. The importance of this slip and the way you take on this position cannot be overemphasized. These slips must not be stuck in your pockets and taken home, they must not be left on carts, they must not be thrown away, and they must not be curled up. When you are through delivering the equipment, the slip goes in the pick-up pocket (appendix B).

Now that you know more about with what you are involved, what hour or hours are you working? These are the pockets with which you are concerned (appendix B). Keep in mind that some hours we have three students

working, so we must do everything the same in relation to the check-out board. When you come into the production room, check your pocket, set up the equipment needed, and deliver it to the respective rooms. Bring all the slips back and place them in the pick-up pocket. Your next job is to see (by looking through the pick-up pocket) if there are any pick-ups for your hour. If so, then pick them up, store the equipment in its proper place on the shelves, sign your name in blank J, cross off the slip and place it in the box provided on the desk (fig. 12).

(fig. 12)

JACOBS HIGH SCHOOL  
AUDIO-VISUAL REQUEST

INSTRUCTOR: Haraburda

ROOM: Sc 23 PERIOD 1-8

EQUIPMENT: OM

MATERIALS: felt tip green

DATE REQUESTED: 9/22/76

PICK UP PERIOD: 9

OPERATOR REQUESTED: YES \_\_\_ NO X

MATERIAL RECEIVED: \_\_\_\_\_

RETURNED: WRSF

Your next job is to set up the equipment for the next hour. This includes equipment numbers, cart numbers and all the materials that are requested. Leave the checkout form on the equipment for the people working the next hour. You no longer need the equipment checkout

form so please place it back in its pocket (fig. 10).

A yellow slip with the same blanks as on the green slip is used for special assignments (fig. 13). These assignments are such things as video tape showings, video tape tapings, pictures to be taken in a classroom, or public address system to be set up. These forms are filled out ONLY by the director of the facility because of scheduling problems.

JACOBS HIGH SCHOOL  
AUDIO VISUAL REQUEST

INSTRUCTOR: \_\_\_\_\_

ROOM: \_\_\_\_\_ PERIOD: \_\_\_\_\_

EQUIPMENT: \_\_\_\_\_

MATERIALS: \_\_\_\_\_

DATE REQUESTED: \_\_\_\_\_

PICK UP PERIOD: \_\_\_\_\_

OPERATOR REQUESTED: YES\_\_ NO\_\_

MATERIAL RECEIVED: \_\_\_\_\_

RETURNED: \_\_\_\_\_

(fig. 13)

### Production Activities

After you have completed these tasks you are free to get involved with some of the production activities of this facility. Some examples of these activities are:

Video tape recording with the camera

Video tape recording-off the air

Audio taping



Making movies-8mm

Taking pictures

Repairing equipment

Graphic work for:

slides

transparencies

signs

Darkroom work

Sound system work

Auditorium lighting

When a teacher wants one of these activities preformed for them, a form has to be filled out (fig. 14).

JACOBS WORK ORDER FORM

INSTRUCTOR \_\_\_\_\_ ROOM \_\_\_\_\_ DATE \_\_\_\_\_

MATERIAL DESCRIPTION:

(fig. 14)

DESIRED COMPLETION DATE: \_\_\_\_\_

When using the Jacobs work order form, be complete with your material description.

**A Few Special Problems**

**1. Auditorium and Lecture Room 21 sign-up sheets**

The Production facility has to sign people up for these two areas in order to avoid a mix-up. See the director of this facility to sign up for these rooms (appendix G and H).

**2. Temporary pick-up pocket (appendix B)**

The temporary pick-up pocket is for those items that are going to be used all week or all month. Instead of placing these slips in the pick-up pocket, place them in the temporary pick-up pocket. Anyone wanting to check something out for an extended period of time must see the director of this facility to make sure it will not hurt the daily deliveries.

### 3. Video tape scheduling

Video tapes are considered a special media. This is because unlike movie projectors, there is not enough to go around. Tape showings and tape tapings have to be scheduled to avoid conflict. All video requests go through the director.

### 4. Kane County Film Policy

Jacobs receives 16mm films from the Kane County Film Cooperative. These films are used by many schools in Kane County. The films cost the Media Department \$400 to \$600 a year. When these films come in we fill out a confirmation form and send it to the teacher that ordered the film (fig. 15). This lets him know what film will be coming in and what film will not be coming in during the week. The films are kept in Production and they must be checked out like any other material. The teacher must have the title, or the film number, written on the materials blank (letter E) of the

green form (fig. 10)

H.D. JACOBS  
HIGH SCHOOL

From the desk of  
Ken Delgenhour

MEDIA DEPARTMENT

DATE \_\_\_\_\_

MEMO TO: \_\_\_\_\_

THE ATTACHED IS SENT TO YOU

\_\_\_\_\_ FOR YOUR INFORMATION

\_\_\_\_\_ FOR COMMENT

\_\_\_\_\_ TO CONFER WITH ME

\_\_\_\_\_ TO READ AND PASS ON TO

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ PLEASE RETURN

\_\_\_\_\_ DO NOT RETURN

g.  
5)

EVALUATIVE CRITERIA FOR UNIFIED MEDIA PROGRAM

### Introduction

All too often a media facility is evaluated by misleading statistics. These statistics are usually in the form of numbers: numbers of students in the Instructional Materials Center, number of books checked out, number of movie projectors used in a year, etc. These quantitative measures are important, but qualitative measures are also needed to determine the effect that the total media program has over its patrons. This questionnaire may be used at the beginning and at the end of the school year.

Jacobs High School

High School Media Evaluation  
Form For Teachers

Name \_\_\_\_\_

Please turn in by \_\_\_\_\_

Please separate this top sheet from rest  
of the form when returning it.

**Purpose:**

The purpose of this questionnaire is to evaluate the current status of services, facilities, and materials available in the Instructional Materials Center. It is the goal of the district to improve and expand the media program while recognizing the uniqueness of individual school needs and priorities.

**Directions:**

Your candor and objective opinion is requested in filling out this form. To encourage frankness and insure anonymity the cover sheet with your name on it will be separate from the main form when you return it. If a question is not applicable put NA by it or a check (✓) in the appropriate box. Added comments are encouraged and may be made after a question or at the end of the questionnaire where more space is provided.

**Terminology:**

The term Instructional Materials Center (I.M.C.) is used throughout the survey and is synonymous with media center or resource center. Media staff refers to the Building Media Director, Media Specialist and clerk typist.

- |                                 | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|---|---|---|---|---|
| DON'T KNOW OR<br>DOES NOT APPLY |   |   |   |   |   |
| POOR                            |   |   |   |   |   |
| FAIR                            |   |   |   |   |   |
| GOOD                            |   |   |   |   |   |
| EXCELLENT                       |   |   |   |   |   |





1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
DON'T KNOW OR DOES NOT APPLY																																																																																																			
POOR																																																																																																			
FAIR																																																																																																			
GOOD																																																																																																			
EXCELLENT																																																																																																			

	DON'T KNOW OR 1 DOES NOT APPLY	2 POOR	3 FAIR	4 GOOD	5 EXCELLENT
L. Mounted pictures					
M. Multimedia kits					
N. Phonograph records					
O. Photographs					
P. Posters					
Q. Puzzles					
R. Slides					
S. Study Prints					
T. Transparencies					
U. Video cassette tapes					
30. Considering both quality and quantity, rate the various types of audiovisual equipment available to students and teachers through the I.M.C. or Production facility:					
A. Camera					
1. Super 8 mm camera					
2. Still 35 mm, Instamatic					
3. TV					
B. Controlled reader					
C. Filmloop projector					
D. Filmstrip projector (silent)					
E. Filmstrip projector (sound)					

	1 DON'T KNOW OR DOES NOT APPLY	2 POOR	3 FAIR	4 GOOD	5 EXCELLENT
E. Filmstrip viewer (silent)					
G. Filmstrip viewer (sound)					
H. Listening Center (multiple headphones)					
I. Language master					
J. 16 mm movie projector					
K. Super 8 mm movie projector					
L. Overhead projector					
M. Opaque projector					
N. Phonoviewer					
O. Portable projection screen					
P. Record Player					
Q. Tachistoscope					
R. Tape Recorder					
1. Cassette-playback only					
2. Cassette recorder					
3. Reel to reel					
S. Wall Screen					
31. Rate the system used to distribute audiovisual equipment.					
32. Rate the adequacy of space provided in the I.M.C. for ...					
A. Individuals to read and/or study.					

- B. Small groups to work.
- C. Whole classes.
- D. The use of audiovisual materials and equipment.
- E. Special collections, e.g. reserve materials for class projects.
33. Rate the effectiveness of current pass system used to admit students to the I.M.C.
34. Rate the adequacy of the current system used to allow students to check out books.
35. Considering both quality and quantity, rate the I.M.C.'s reference collection for your purposes:
- A. Encyclopedias.
- B. Dictionaries.
- C. Almanacs.
- D. Special reference books.
- E. Other (specify).

	DON'T KNOW OR DOES NOT APPLY	POOR	FAIR	GOOD	EXCELLENT
	1	2	3	4	5
B. Small groups to work.					
C. Whole classes.					
D. The use of audiovisual materials and equipment.					
E. Special collections, e.g. reserve materials for class projects.					
33. Rate the effectiveness of current pass system used to admit students to the I.M.C.					
34. Rate the adequacy of the current system used to allow students to check out books.					
35. Considering both quality and quantity, rate the I.M.C.'s reference collection for your purposes:					
A. Encyclopedias.					
B. Dictionaries.					
C. Almanacs.					
D. Special reference books.					
E. Other (specify).					

36. PURPOSE OF I.M.C.: Please rank the following purposes according to what you believe an I.M.C. should do. Rank all items using 1 as the most important.

- |  |          |
|--|----------|
| A. To motivate pupils to develop independent study skills.   | 1. _____ |
| B. To motivate pupil to increase his knowledge on his own.   | 2. _____ |
| C. To periodically reduce classroom pupil-teacher ratio so that teachers may give more individual attention. | 3. _____ |
| D. To provide pupil with more choices for learning at his skill level.                                       | 4. _____ |
| E. To provide pupil with more choices for pursuing his own interests.  | 5. _____ |
| F. To provide teacher with materials for use in the classroom.   | 6. _____ |
| G. To provide varied means for reinforcing skills being learned.   | 7. _____ |
| H. To provide varied means for expanding the pupil's awareness of the world and himself.                     | 8. _____ |

PROCEDURES: On the line to the right place the letter indicating the one response for statement which is closest to what you believe is the most appropriate and reasonable for the I.M.C. in your school.

37. Use of our I.M.C. should be determined by: 37. \_\_\_\_\_
- each teacher as he wishes.
  - under guidelines developed by the classroom teacher, Building media director and principal.
  - guidelines developed by a committee representative of all departments.
  - principal



- a. a right which should not be denied.
- b. a privilege which may be denied if abused.

- a. the director.
- b. the director with suggestions from teachers and principal.
- c. teacher committee(s) from our school.
- d. each teacher ordering individually.
- e. the principal.
- f. other \_\_\_\_\_

c. suggesting materials of appropriate difficulty.

[illegible]

d. suggesting materials at varying interest level.

e. Media staff's willingness to prepare bibliographies for instructional units.


45. Have you requested that the media staff compile a bibliography for you during this year? \_\_\_\_\_yes \_\_\_\_\_no

46. Check the different types of materials you (or your class) have produced or used in the past year.

- a. mounting of materials.
- b. laminating of materials.
- c. slides.
- d. videotape.
- e. tape recordings.
- f. 8 mm films.
- g. radio programing.
- h. models and diaramas.
- i. transparencies.
- j. kits.
- k. games.
- l. filmstrips.

Produced	Used

47. Rate the time spent by your students in the I.M.C. to the nearest 10%:

\_\_\_\_\_ to find materials and information for school work.

\_\_\_\_\_ to check out library books for supplementary reading.

\_\_\_\_\_ for I.M.C. directed activities.

\_\_\_\_\_ activities determined by the student (other than checking out materials.)



48. What is your major gripe with the I.M.C. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

49. Are there comments or suggestions you might wish to make regarding any aspects of the I.M.C. operation or to any of the questions you have just been asked?

## Professional periodicals

Name	Did you read it from our collection in the past year?		Should it be purchased next year?	
	YES	NO	YES	NO
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
Recommendations for purchase:				
1.				
2.				
3.				

## Student Periodicals

Name	Should it be purchased next year?	
	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
Recommendations for purchase:		
1.		
2.		
3.		

## APPENDIXES

APPENDIX A  
APPLICATION FOR MEDIA ASSISTANT

1. Name: <sup>Miss</sup>  
~~Mr.~~ \_\_\_\_\_ Age: \_\_\_\_\_
2. Date: \_\_\_\_\_ 3. Homeroom: \_\_\_\_\_
4. Home address: \_\_\_\_\_
5. Home phone: \_\_\_\_\_ 6. Year in school: 9 10 11 12
7. Position for which you are applying (Production or I.M.C.)
8. Why are you interested in this position? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Class Schedule: Hour, subject, & room number: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. When are you available to work: \_\_\_\_\_
11. Please list all work experience you have had: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. References: Have two faculty members who would praise  
your work sign below.  
\_\_\_\_\_  
\_\_\_\_\_

# APPENDIX B EQUIPMENT CHECK-OUT BOARD

	Monday	tuesday	Wednesday	Thursday	Friday
1st hour	1	1	1	1	1
2nd hour	2	2	2	2	2
3rd hour	3	3	3	3	3
4th hour	4	4	4	4	4
5th hour	5	5	5	5	5
6th hour	6	6	6	6	6
7th hour	7	7	7	7	7
8th hour	8	8	8	8	8
9th hour	9	9	9	9	9

Temporary  
pick-up

1st floor

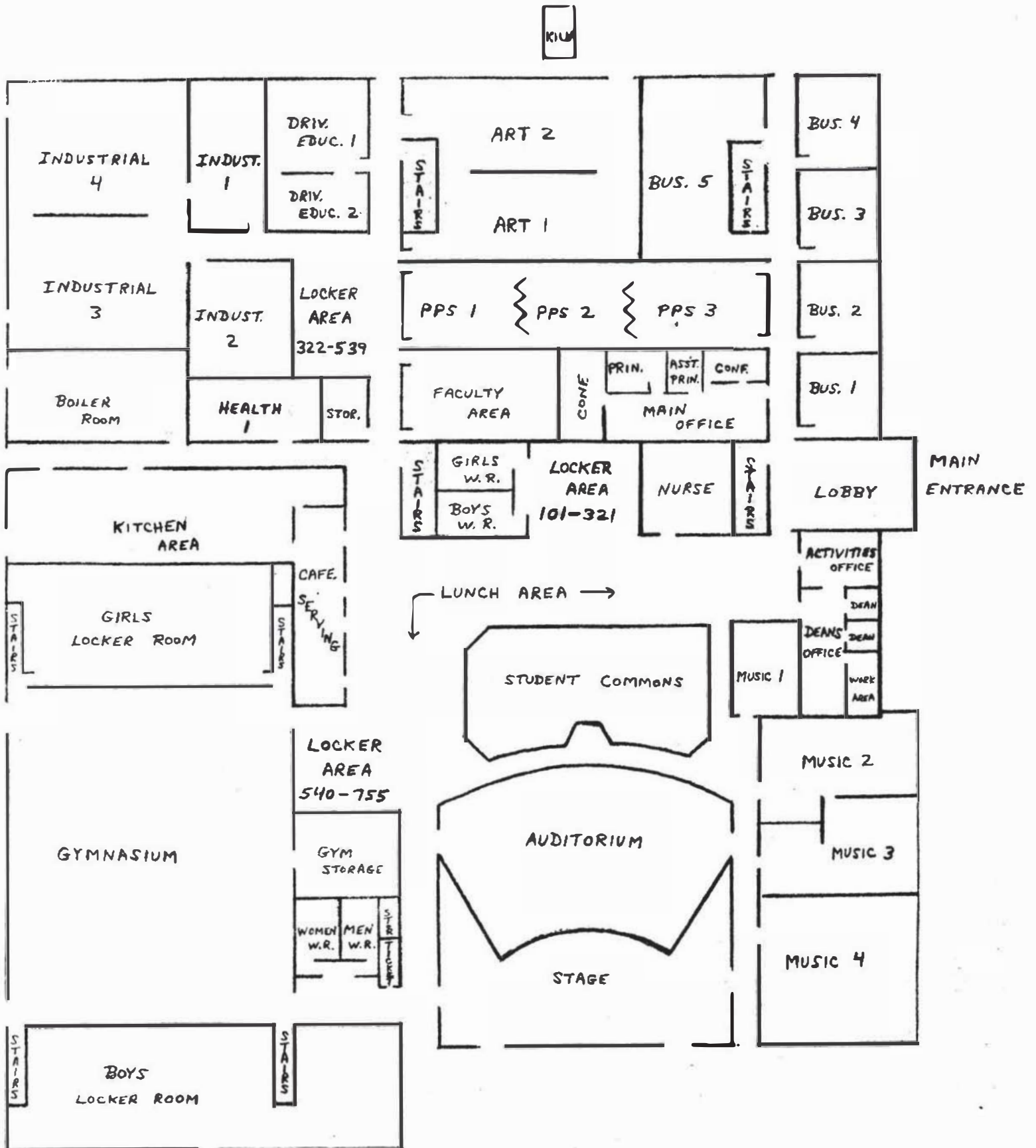
Floor Plan

2nd floor

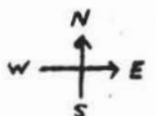
Floor Plan

Pick-up

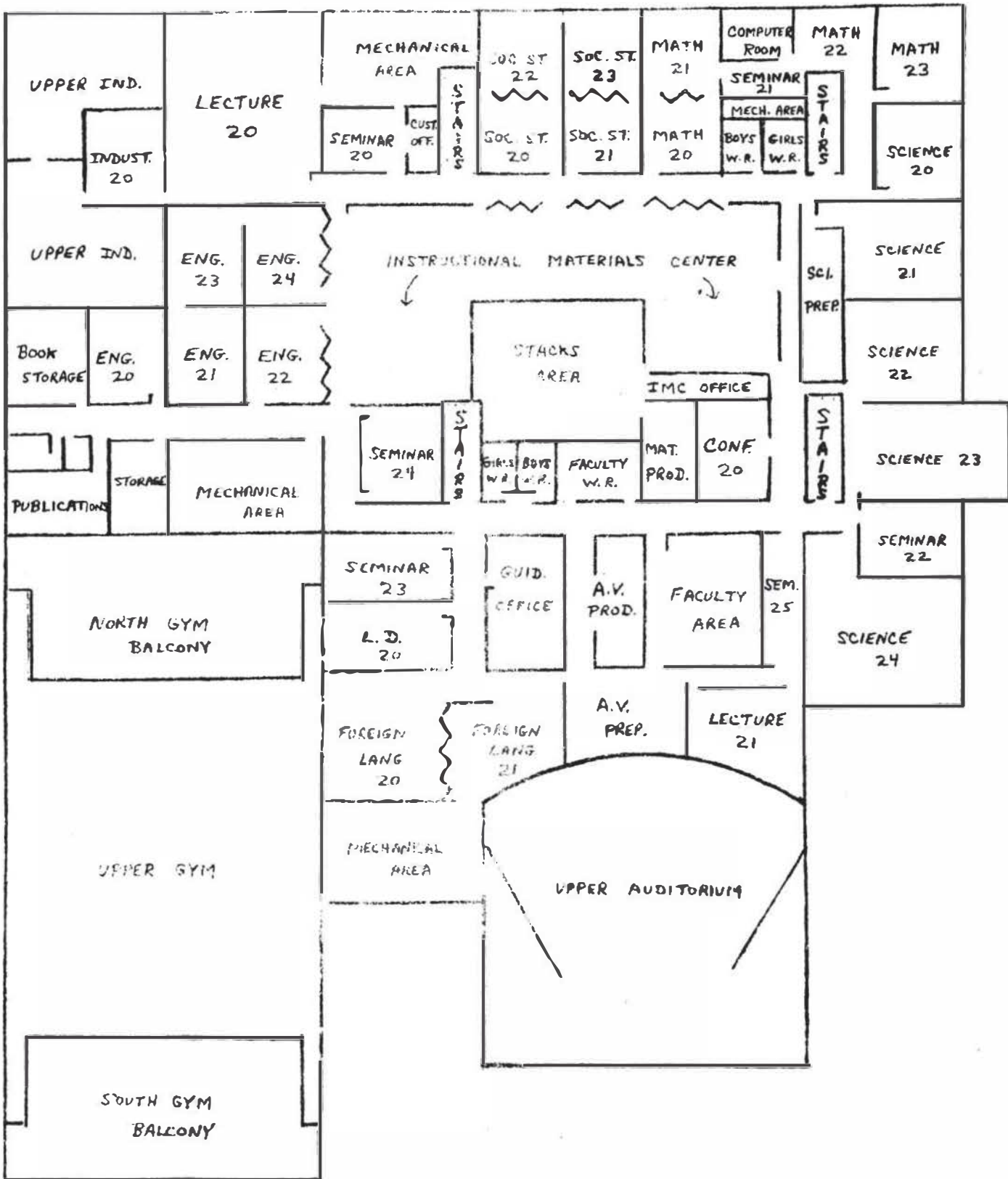
# APPENDIX C



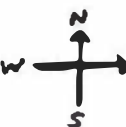
H. D. JACOBS HIGH SCHOOL - 1ST FLOOR



# APPENDIX D



H. D. JACOBS HIGH SCHOOL - 2ND FLOOR





HARRY D. JACOBS HIGH SCHOOL  
DAILY SCHEDULE  
1st QUARTER - 1976-77

CASIMIR D. KOWALSKI, DEAN OF STUDENTS  
THOMAS W. MILLER, ACTIVITIES DIRECTOR

[illegible]

## APPENDIX F

H. D. Jacobs

### Instructional 1976 Equipment Inventory

(as of Mon., Sept. 13)

<u>EQUIPMENT</u>	<u>HOW</u> <u>MANY</u>
Cassette tape recorders . . . . .	8
Cassette tape players . . . . .	7
Cassette tape recorder synchronizer . . . . .	1
Tape recorders, reel to reel . . . . .	8
Tape recorders, reel to reel, stereo . . . . .	1
16mm movie projectors . . . . .	10
Filmstrip projectors . . . . .	3
Super micromatic (filmstrip & cassette) . . . . .	4
Filmstrip previewers . . . . .	10
Super 8mm movie projectors . . . . .	3
Super 8mm film loop movie projectors . . . . .	4
Record players, mono/stereo . . . . .	3
Record player, stereo . . . . .	1
Slide projectors . . . . .	2
Overhead projectors . . . . .	8
Sound systems . . . . .	2
Opaque projectors . . . . .	1
Microfilm reader/printer . . . . .	1
Ditto machines . . . . .	3
Heat press . . . . .	2
Thermofax machine . . . . .	1
Video tape recorders . . . . .	1
Video tape player . . . . .	1
Television monitor . . . . .	3

Building Media Director  
K. Felgenhour

Principal  
Edward E. Brown

# APPENDIX G

## SIGN UP SHEET FOR THE AUDITORIUM

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th						
10th						

# APPENDIX H

## SIGN UP SHEET FOR LECTURE ROOM 21

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th						